

Analysis of the Factors Affecting the Development of Parent-Child Play in Young Families

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Abstract

The purpose of this paper is to analyze the factors affecting the development of family parent-child play in young children. In the literature review section, the concepts of parent-child play and family parent-child play are first defined, and their essential characteristics and connotations are clarified. Then, using the research method of desktop research, the current research status at home and abroad was analyzed, and it was found that domestic research mainly focused on three aspects: society, kindergarten and family, while foreign research mainly focused on cross-cultural research of parent-child play, psychotherapy, parental roles and influencing factors. This study also utilized semi-structured interviews to understand the current status of parent-child play conducted by parents today through interviews. An assessment of the existing research found that although some results have been achieved in the areas of the role of parent-child play, parental roles and psychotherapy, there are still some issues that need to be improved and thoroughly researched. Research on kindergarten parent-child game design is too general, research on family parent-child games is limited by geographical space, empirical studies are not detailed and in-depth enough, and there is a lack of exploration of the changes in the types of parent-child games under social change. Therefore, this paper aims to further explore these issues and deeply analyze the factors affecting the development of family parent-child games for young children. Using desktop research method and interview method, this paper aims to provide theoretical and practical guidance for promoting the development of parent-child play in families with young children by examining physical, individual and social factors, and by drawing on foreign research findings in cross-cultural studies, psychotherapy, parental roles and factors influencing parent-child play. The significance of this paper is that it fills the gap in the research on early childhood family parent-child play and provides a theoretical basis for further research and practice.

Keywords: young children; family education; family parent-child games

1. Introduction

Family parent-child games play an important role in the growth and development of young children. Through parent-child play, parents and children can interact with each other through the medium of language, movement, expression, and sound to promote emotional communication and parent-child relationship building (Aquilino, 1997). However, in practice, there are many complex factors affecting the development of parent-child play in families, which need to be studied and analyzed in depth. Therefore, the purpose of this paper is to analyze the factors affecting the development of parent-child play in families with young children, to reveal the problems existing in current research, and to propose solutions or goals to be achieved.

At present, research on parent-child play focuses on three aspects: society, kindergarten and family. Domestic studies have focused on the role and current status of parent-child play in the family, while foreign studies have dealt with cross-cultural studies of parent-child play, psychotherapy, and the role and influencing factors of parents. However, although some studies have achieved rich results in the role of parent-child play, parental roles and psychotherapy, there are still some aspects that need to be improved and deepened. For example, there are fewer studies on child-centered parent-child games, too many studies on parent-child game design in kindergartens, too few studies on family parent-child games limited by geography and space, and fewer empirical studies on family parent-child games, with insufficiently detailed and in-depth analyses. In addition, traditional research on family parent-child games favors sports games, role games and intellectual games, and ignores the new perspective of video game parent-child games in the network era.

Therefore, on the basis of a broad definition of parent-child games, this paper will aim to analyze in depth the factors affecting the development of family parent-child games for young children. By comprehensively combing and evaluating the domestic and international literature, it focuses on the role, current situation, design and influencing factors of family parent-child games. By combing and evaluating the existing studies, this paper aims to put forward suggestions for improving and refining the existing studies to provide guidance and reference for future research in order to promote the development of the field of family parent-child play for young children.

2. Literature Review

2.1 Definition of Concepts

2.1.1 Parent-child games

(1) The essential characteristics of the game

Play is a simple and universal activity. Play is a conscious and deliberate activity. Play is an activity that young children enjoy and that reflects real life (Roopnarine & Davidson, 2015).

(2) The connotation of parent-child play

Parent-child play is a play activity in the home environment in which parents and children use language, movement, expressions and sounds as a medium (MacDonald & Parke, 1984). There are broad and narrow definitions of parent-child play. Parent-child play in the broad sense is a special activity between the parent and the child based on parent-child emotions, with the young child as the main character and the adult as a supporter, which is autonomous, enjoyable, hypothetical, interactive, process-oriented, educational and egalitarian. Parent-child play in a narrow sense refers to special activities between parents and children that promote the physical and mental development of young children based on parent-child emotions, with young children as the core subjects, and are autonomous, pleasurable, hypothetical, interactive, process-oriented, educational, and egalitarian. (Xin, 2018) In this paper, a broad definition of parent-child play will be adopted.

2.1.2 Family parent-child games

There are broad and narrow definitions of family parent-child play. Broadly defined, family parent-child play refers to special activities that take place within the home based on parent-child emotions, initiated and participated in by one or both parents and children, with young children as the core subject to promote their physical and mental development. In a narrow sense, family parent-child play refers to special activities that occur within the family room based on parent-child emotions initiated and participated by one or both parents and children, with the young child as the core subject to promote the overall development of the young child. This paper adopts a broad definition of family parent-child play.

A chronological review of the literature reveals that the focus on parent-child play in China began in the early 20th century, when parent-child play was in its initial stages of exploration. Since then, the attention to family parent-child play has grown rapidly, and the number of papers published each year has been on the rise. This indicates that family parent-child play is becoming more and more important.

2.2 Analysis of the Current State of Research

2.2.1 Current Status of Domestic Research

Research on parent-child play in China is mainly focused on three aspects: society, kindergarten and family. Research on the development and guidance of parent-child play in kindergartens focuses on the meaning, design and guidance of parent-child play. Research on parent-child play in the family focuses on the role of parent-child play, the current state of play and male involvement.

(1) Research on the role of family parent-child play

The role of family parent-child play is aimed at parents and young children. The role of family parent-child play is mainly reflected in: promoting young children's cognitive development, personality and social development, the development of self-care skills and the growth of knowledge; helping parents to adjust their educational concepts and improve their parenting skills. (Xin, 2018)

(2) A study of the current state of parent-child play in families

The current study of family parent-child play focuses on attitudes towards play, play conditions, play content, play instructions

The five areas of guidance as well as influencing factors are developed. Physical, individual and social factors can influence young children's play (Lindsey & Mize, 2001). Physical factors are mainly play materials, playtime and

playgrounds; in addition, families can influence young children's play behaviour, such as family structure, adults' values and parents' attitudes towards parenting, and young children's own gender, age and temperament can also influence parent-child play.

2.2.2 Current Status of Foreign Research

To date, research on parent-child play abroad has been fruitful in four main areas: cross-cultural research in parent-child play, psychotherapy, parental roles and factors influencing parent-child play (Ginsburg et al., 2007). Research related to parent-child play across cultures has mainly focused on play similarities and play differences. Foreign research in psychotherapy has focused on aggressive behaviour and emotional adjustment disorders in young children (Lindsey et al., 1997). Families that are prone to these problems are generally the more exceptional ones. Research on parenting roles in parent-child play is mainly concerned with role types and the impact that role types have on young children. Factors influencing parent-child play include: gender differences, age, economic status, and literacy of parents, and gender differences, age, and personality of young children (Lukie et al., 2014).

2.2.3 Evaluation of Existing Research

From the research that has been conducted, fruitful results have been achieved in the areas of the role of parent-child play, the role of parents and psychotherapy. However, there is still some room for improvement and depth in parent-child play research. There is a lack of research on child-centred parent-child play. Research on the design of parent-child play in kindergartens is too general, and there is a lack of regionalised design. Research on family parent-child play is limited by geographic space. There is a lack of empirical research on family parent-child play, and the analysis is not detailed and in-depth. Research on family parent-child play is more traditional and lacks exploration of the changing types of parent-child play under social change. Traditional family parent-child games tend to be sports games, role games and intellectual games, but due to the popularisation of the Internet, playing electronic games between parents and children has become a new perspective.

To sum up, although the existing research on parent-child play has achieved certain results, there are still many issues that need further research and exploration. The aim of this study is to analyse the factors that influence the development of parent-child play in families with young children, so as to provide a scientific basis for promoting parent-child relationships, early childhood development and family education. Through an in-depth study of the definition of the concept of parent-child play, the current status of domestic and international research, and an evaluation of existing research, this study will explore the factors that influence the development of parent-child play in families with young children, and make corresponding recommendations and measures to promote healthier, positive and enriching parent-child play activities in families.

3. Research Methodology

3.1 Desktop Research

This paper uses a desktop research approach to analyse the factors that influence the development of parent-child play in young families. Desktop research is a method of conducting research by reviewing existing literature, data and statistics, without the need for fieldwork and experimentation. It summarises and synthesises the findings of relevant studies through comprehensive combing and analysis of existing studies in order to gain an in-depth understanding of the research questions.

3.1.1 Analysis and Synthesis of Existing Research

In desktop research, the researcher will carefully read, analyse and compare the available literature and materials. For the research question of this paper, the researcher will conduct a comprehensive analysis of national and international research related to parent-child play in order to explore the factors that influence the development of parent-child play in young children's families. In discussing the role of parent-child play, the impact of family parent-child play on young children's cognitive development, personality and social development, self-care skills and knowledge growth will be analysed, and the results of different studies will be synthesised to explore the role of parent-child play in adjusting parents' educational attitudes and parenting skills.

By analysing existing research, attention will be paid to the attitudes, conditions, content, guidance and influencing factors of parent-child play in families. Specifically, attitudes to play refer to parents' perceptions, attitudes and intentions towards parent-child play; conditions to play refer to factors such as play materials, time and space; content to specific activities and forms of parent-child play; guidance to play refers to the way parents guide and participate in parent-child play; and influencing factors refer to the impact of physical, family and individual child factors on parent-child play. Chinese and international studies are compared and synthesised to explore the similarities and differences in the perceptions, practices and influencing factors of parent-child play in different

cultural contexts, social environments and educational systems. Through this comparison and synthesis, a more comprehensive research perspective can be gained to further understand and explain the factors that influence the development of parent-child play in young children's families.

3.1.2 Limitations and Outlook of the Study

In the research methods section, the research methodology of this paper also needs to be evaluated and discussed. Limitations of the desktop study are pointed out, such as relying on the reliability and accuracy of existing literature and information, and the inability to obtain fieldwork and experimental data. At the same time, prospects for future research are proposed, such as the possibility of conducting empirical studies, exploring the design of parent-child games in kindergartens in depth, and strengthening regionalisation studies, in order to further promote the development of the field of parent-child games.

In conclusion, this paper uses a desktop research approach to explore the factors that influence the development of parent-child play in young children's families through a literature review and analysis of existing research. By synthesising the findings of different studies and comparing the current state of research at home and abroad, it aims to provide an in-depth understanding of family parent-child play and provide a reference for future related research and practice.

3.2 Interview

The research methodology of this paper focuses on the use of semi-structured interviews to collect data on the factors that influence the development of parent-child play in the family through interviews with parents of young children. Semi-structured interviews offer a certain degree of flexibility, allowing the researcher to explore relevant topics in depth while maintaining a certain degree of consistency in the data collection process.

Participants were selected through purposive sampling to ensure that the sample included parents of young children (2 to 6 years old) who were actively involved in parent-child play. The participants for the interviews will be five mothers and five fathers, ten in total, from Beijing, China. They came from different families. Purposive sampling helped to collect information from individuals who had direct experience with the phenomenon under study. We collected data through one-on-one semi-structured interviews with the participants. Interviews were conducted in person or by video conference, depending on participant preference and feasibility. Three of the participants were interviewed in person and the other seven were video conference.

This study developed an interview outline, which consisted of open-ended questions related to various aspects of parent-child play, including frequency, types, benefits, challenges, and factors affecting its development. These questions were designed to elicit detailed responses from the participants in order to gain a comprehensive understanding of their experiences and perspectives. In addition, the data collected from the interviews were transcribed verbatim. Thematic analysis was used to identify common themes and patterns in the responses. This process includes coding and categorizing the data into themes related to factors that influence parent-child play.

Besides, ethical considerations are at the forefront throughout the research process. Informed consent was obtained from all participants to ensure that they were fully aware of the purpose of the study, their roles, and the voluntary nature of their participation. Participants were kept confidential and anonymous during data collection, analysis, and reporting to protect their privacy.

3.2.1 Limitations and Conclusions

As with any research, we must recognize that there are some limitations. First, the sample size was relatively small due to the amount of time required to conduct interviews and thorough data analysis. Second, the results of the study may be limited to the views of the selected participants and may not be fully representative of the wider population. Nevertheless, efforts will be made to ensure a diversity of participant backgrounds to increase the generalizability of the findings to some extent.

Through semi-structured interviews, this study aims to gain valuable insights into the factors that influence parent-child play in young families. Through thematic analysis, this study seeks to identify patterns and correlations, thereby contributing to the existing body of knowledge in this area. The results of the study may provide theoretical and practical guidance for promoting effective parent-child play, thereby contributing to the overall development and well-being of young children and their families.

4. Research Findings

4.1 Physical Factors

Physical factors include play materials, play time and play space. Appropriate selection of rich and varied play

materials can stimulate children's interest and creativity and help parent-child play. Play time should be arranged in a reasonable manner and should not be too long or too short to maintain children's concentration and participation. In addition, providing a safe, spacious and comfortable playground is also an important factor in facilitating parent-child play. (Xin, 2018)

Play resources and timetables: Suitable play resources and timetables are fundamental to parent-child play. Families need to provide appropriate play materials and toys, as well as schedule sufficient time for parent-child play. This will provide the necessary conditions and opportunities for parent-child interaction.

4.2 Family Factors

Family factors include family structure, adult values and parenting attitudes. Family structure has an impact on the development of parent-child play, for example, single-parent or nuclear families may face different challenges. Adults' values and parenting attitudes can influence how much they value and participate in parent-child play. Parental support and involvement is a key factor in the success of parent-child play. (Bryant & Zick, 1996)

4.2.1 Home Environment

The home environment is vital to the development of parent-child play. A family environment that is welcoming, supportive and encourages parent-child interaction can facilitate positive parent-child play. This includes the emotional connection between family members, the way they communicate and the frequency of parent-child interactions. (Lukie et al., 2014).

4.2.2 Parental Involvement and Attitudes

Parents' involvement and attitudes play a key role in the development of parent-child play. Parent-child play is more likely to take place if parents recognise its importance to their children and are willing to take an active part in it. Parents' positive attitudes and encouragement can also increase children's interest and participation in parent-child play. (Roopnarine et al., 2006).

4.3 Early Childhood Factors

Children's own characteristics such as gender, age and temperament can also have an impact on parent-child play. Young children of different genders may have different preferences for different types of play. Increasing age has an impact on children's cognitive and motor skills, so play content needs to be matched to their developmental level. Children's temperamental characteristics can also influence their level of participation and attitudes in parent-child play.

In summary, the factors that influence the development of parent-child play at home include physical factors, family factors and child factors. Appropriate choice of play materials, appropriate playtime and a comfortable playground can help. Factors such as family structure, adult values and attitudes to parenting, and the gender, age and temperament of young children can also have an impact on parent-child play. Further research and attention to the specific effects of these factors on parent-child play can help promote the development of parent-child play in families and provide a valid reference point for family education. (Xin, 2018)

4.3.1 Young Children's Interests and Needs

Young children's interests and needs for parent-child play are important factors in the development of parent-child play. Choosing play content that matches the interests and developmental levels of young children can stimulate their active participation and motivation to learn. Understanding children's needs and respecting their choices and opinions can increase the effectiveness and enjoyment of parent-child play.

4.3.2 The Age and Developmental Stage of the Child

The age and developmental stage of the child will also influence the choice of parent-child play and the way it unfolds. Children of different ages have different interests and cognitive abilities, so it is important to choose a play style that is appropriate for their age and abilities.

4.4 Socio-Cultural and Environmental:

Social culture and environment can also have an impact on the development of parent-child play. Different cultural contexts and social environments may have an impact on families' attitudes and behaviour towards parent-child play. For example, in some cultures there may be a greater emphasis on family parent-child interaction, while in other cultures the importance of family parent-child play may be less valued. (Aquilino, 1997)

5. Conclusion

A comprehensive analysis of the current state of research above reveals that although certain achievements have been made in the areas of the role of parent-child play, the role of parents and psychotherapy, there are still some areas that need improvement and in-depth research. Firstly, there is still a lack of research on child-centred parent-child play. Secondly, there is a need for more detailed research on the design of parent-child games in kindergartens with regional characteristics. In addition, research on family parent-child play is limited by geographical space and needs to be broadened. At the same time, there are few empirical studies on family parent-child games, and more detailed and in-depth analyses are needed. In addition, traditional research on family parent-child games has been biased towards sports games, role games and intellectual games, whereas in the context of the popularity of the Internet today, research on electronic games played between parents and children is also of great importance.

In summary, although there have been some research findings on family parent-child play in China and abroad, there are still some aspects that need to be improved and explored in depth. Future research can strengthen child-centred research and focus on the extent of children's participation, needs and experiences in family parent-child play, in order to better meet children's developmental needs. Secondly, further in-depth research into the design of kindergarten parent-child play, taking into account regional characteristics and cultural backgrounds, could provide more targeted and practical guidance to promote the holistic development of young children. Expand the geographical scope of family parent-child play research to focus on the development of family parent-child play in different regions and cultural contexts, and the impact of geographical factors on family parent-child play. Strengthen the empirical research on family parent-child play and analyse in depth the mechanisms of different factors' influence on family parent-child play, so as to provide scientific basis and guidance for practice. Finally, with the rapid development of technology, it is increasingly common for parents and children to play video games. Future research can explore the impact of video games on parent-child relationships and early childhood development, as well as how to introduce elements of parent-child interaction in video games to promote the establishment and development of parent-child relationships in families.

Taken together, family parent-child play is an important form of parent-child interaction that has a positive impact on the physical and mental development of young children. Future research should further explore all aspects of family parent-child play in depth in order to promote the development and development of family parent-child play and provide more scientific and effective guidance for family education.

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Data Availability Statement

Data will be made available on request.

Competing Interests Statement

The author declares that there are no competing or potential conflicts of interest.

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